

## Gendered and diversified?

### Leadership in global hospitality and tourism academia

(forthcoming in *International Journal of Contemporary Hospitality Management*)

#### Abstract

#### Purpose

This article represents a unique and original piece of research on full professors in global hospitality and tourism academia. Aimed at revisiting academic leadership, this study identifies its components and gains insight into the so far understudied dimensions of diversity in academic contexts worldwide.

#### Design

The study examines the careers of senior researchers (R3 and R4, according to EU definition) in hospitality and tourism, with special attention given to diversity. Based on quantitative methodology and a standardised online search, it uses individual level data to give insights into dimensions of academic leadership. Full professors in the UK, the USA, German-speaking countries (Germany, Austria and Switzerland) and the Asia-Pacific region (Australia, New Zealand, China, Malaysia, Singapore and South Korea) build the sample.

#### Findings

Academic leadership in hospitality and tourism academia is not yet fully tied to cooperation with industry, as predicted by the ‘Triple Helix’ model. Currently, the majority of the intellectual component constitutes academic leadership, outweighing administrative and innovative angles. Gender, age and ethnic diversity are underrepresented. While some regions can be considered sealed to ethnic diversity, others are more open and attract international scholars.

#### Originality

Rooted in interdisciplinary explanations, this study is the first of its kind to consider various diversity dimensions of academic leadership from a global perspective. It not only enriches the notion of academic leadership, but also provides several practical implications and suggestions for further research.

**Key words:** global hospitality and tourism academia, academic leadership, full professors, gender and diversity

## Introduction

Recognition of academia as a strategic actor in the knowledge economy has stimulated research on leadership, including in the field of hospitality and tourism since the 2000s, with the establishment of both the research strand and study programmes. Studies have addressed the impact of hospitality and tourism scholars (Timothy, 2015; Becken et al., 2016; Koseoglu et al., 2016), research collaborations and dissemination of results (Benckendorff and Zehrer, 2016; Bramwell et al., 2016; Melissen and Koens, 2016), and gender inequality in hospitality and tourism (Figueroa-Domecq et al., 2015; Small et al., 2017). However, while recognising excellence in research in terms of the impact and knowledge transfer to broader public and into practice, past scientific inquiries have inadequately addressed leadership issues, associated with gender and diversity, in hospitality and tourism academia specifically. Notable exceptions (Fotaki, 2013; Munar et al., 2015; Becken et al., 2016; Chambers et al., 2017; Munar, 2017) show a considerable gender gap in tourism academia and claim, "...we simply do not know what gender looks like on the career ladder in tourism academia" (Munar et al., 2015, p. 17). A gap also exists in our understanding of the links between migration and ethnicity and the diversity of leaders within this field.

Revealing the gendered nature of research networks and impact creation (Munar et al., 2015; Pritchard and Morgan, 2017), previous studies have primarily addressed gender as the most obvious diversity category. Research focusing on cultural diversity highlighted non-academic contexts (Kalargyrou and Costen, 2017; Manoharan and Singal, 2017), whereas age, ethnicity and disciplinary diversity in hospitality and tourism academia have scarcely been covered, thus detaching investigations from the general understanding of leadership in academia. Much current theorising on academic leadership rests upon observations and practices common for non-academic domains and a comprehensive picture of this specific area is lacking. This is crucial under new modes of knowledge creation and dissemination, internationalisation, increasing interactions between academia, industry and the state, and innovation management. Understanding leadership is essential not only for the recruitment and breeding of future leaders, but also for the competitiveness and innovation potential of communities and regions that provide hospitality and tourism services.

This study aims to revise the concept of academic leadership through a broader contextual framework, taking into account recent developments pertinent to the changing role of academia and its mission to the state, industry and society. The objectives are twofold: first,

the study analyses the components constituting academic leadership and implications ensuing for hospitality and tourism. This is vital, since there is a current lack of understanding of academic leadership under the conditions of the knowledge society and how knowledge should be smoothly transferred to hospitality and tourism organisations. Second, it provides diversity sensitivity not only by quantitatively reconnoitring gender distribution, but also mapping additional diversity indicators in leadership positions of global hospitality and tourism academia. This study considers the diversity of senior scholars, being those who have reached highest positions in their careers, under the conditions of neoliberal managerial logic and enterprise as experienced by universities and research institutions in contemporary global academia (Ayikouru et al., 2009). The patriarchal culture and low number of gender role models in academia makes this an important case study for re-thinking our understanding of real leadership, and its specificities within the hospitality and tourism sector.

### **Leadership in tourism & hospitality academia: Background**

In the European report on gender equality ‘She figures’, the European Commission (2015) stressed that “striking gender inequalities persist when it comes to career advancement and participation in academic decision-making” (p. 7). This observation remains accurate, especially against the background of the global educational expansion that brought women to the forefront of knowledge and skills acquirement. In various fields of study, women outnumber men in undergraduate enrolment rates, and their share is almost equal to that of men in business studies that include tourism, leisure and hospitality, as Table 1 demonstrates. Yet, the situation exhibits a scissors-shaped trend when it comes to academic degrees higher than Bachelor level, and this is particularly evident at the highest levels of academic hierarchy, such as (full) professorial positions. This pattern is similar globally, irrespective of the academic organisational structures in place: with every step up the ladder and increasing responsibility, the proportion of women in senior positions reduces dramatically. This is not a new phenomenon: the body of research on gender differences in academia provides evidence for persisting inequalities and even discrimination, either subtle or overt (Bagilhole and White, 2008; Nielsen, 2016). Table 1 is the first acknowledgment, however, that this pattern can be observed globally for hospitality and tourism studies, where information on gendered leadership and other forms of diversity is still lacking. The desideratum is, thus, to ascertain concrete factors that make up academic leadership in global hospitality and tourism academia, and find possible explanations for their existence.

*Table 1 here*

Despite extensive diversity actions, derived from the leaky pipeline concept (Chambers et al., 2017; Pritchard and Morgan, 2017), initially promising expectations regarding improvements in representation of women in senior academic positions did not materialise. Indeed, the leaky pipeline approach seems rather simplistic, as it assumes that, since women are less likely to remain in academia than men, more women should be supported so that they are able to secure the highest rank academic jobs eventually. However, the reasons for underrepresentation of women at the top of the academic ladder, in general, and in hospitality and tourism academia, in particular, are multifaceted.

One explanation is proposed by the lack of fit model (Heilman, 1983, 2012; Heilman and Caleo, 2018). This argues that women as leaders do not fit role expectations due to persisting gender stereotypes, since leadership roles are likely to be male-typed (Savigny, 2014). Performing differently encourages a subtle yet pervasive discrimination of women pursuing leadership positions and makes them feel out of place, which weakens their identities and facilitates renouncement from senior positions. This is also consistent with a leader identity development theory (DeRue and Ashford, 2010; Ibarra et al., 2010; Ely et al., 2011) which posits that leadership is a developmental process that encompasses not only internalising leader identity, but also discerning a sense of purpose. If the former can be achieved by gaining experience while moving through career stages and job affiliations, the latter is most effective when leaders pursue purposes in accordance with their personal values and beliefs, serving the general public interest (Fu et al., 2010). In this case, they connect various stakeholders for larger goals, are perceived as authentic and are more likely to trust (Quinn, 2004; Quinn and Spreitzer, 2006).

### **Towards a synthesised understanding of academic leadership**

Informed by the lack of fit and leader identity development theories, this study offers a critical and reflexive framework for academic leadership grounded in rationales of diversity and intersectionality. Gender equality and diversity represent the core global equality agenda that acknowledges the urge to depart from self-reproducing homophilic leadership structures towards diversified teams. Contrary to recent investigations on academic leadership concentrating on research productivity of full professors (publications, citations, journal

editorships), this study considers further factors for an integrative and reflexive notion of academic leadership. The diversity concept, rooted in cultural understandings of social disparities, represents a reflective framework for studying academic leadership, since it takes up the lack of fit model and sheds light on socially relevant differences at the individual level that, in turn, generate institutional practices (Crenshaw, 1989). Diversity categories are the result of relative, relationally established sets of differences, called diversity dimensions. They are culture-sensitive and imply a variability of key factors ('age', 'gender', 'sexual orientation', 'impairment/disability', 'ethnicity', etc.), depending on cultures of dominance (Cho et al., 2013; Pritchard and Morgan, 2017). The diversity concept sheds light on individual differences perpetuating social inequalities on the institutional level against the background of the dominant culture.

Drawing upon this framework, one can assume that within the hospitality and tourism discipline, it is not only the above-mentioned ascriptive criteria that determine who might be considered for academic leadership, but also the key characteristics that hallmark the (research) efficiency of the dominant group. The dominance of middle-aged, white men and their patterns of gaining and practising leadership would, logically, put women and minorities in an underprivileged position, contributing to their lack of fit (Heilman, 1983). This would mean that the leadership qualities and associated achievements of the dominant group would serve as a benchmark for others who seek to obtain leadership positions. Therefore, male supremacy in leadership would persist because of the centrality of male work ethics and conservative organisational cultures.

So far, academic leadership has been equated with intellectual leadership, or the ability to gain influence in the research context, which means excellence and significant achievements in research (Macfarlane, 2012; Braun et al., 2016; Evans, 2017). It is typically measured by productivity, estimated by the number of scientific publications, presentations at conferences and established networks (Walters, 2018). Parallel to this – and this is often the prevalent practice – academic leadership has been perceived as an administrative power position, involving an ambitious workload and an exhausting number of tasks that are difficult to accomplish (Evans, 2017). Translated literally, professorship is frequently associated with irregular working hours, a mass of administrative work and a poor work-life balance, which is often daunting for women (Gewinner, 2016) as a result of a greater burden on women in unpaid work.

These two understandings diverge significantly, with one implying research excellence and the other denoting management. There exists little preparation for the latter (Peters et al.,

2010), and past research has concluded that professors either orientate themselves according to the experiences of others or seek collegial advice for difficult decision-making (Gmelch and Buller, 2015). Thus, professors are rarely seen as managers in entrepreneurial academia, but more as scientific leaders condemned to manage departments or whole academic institutions with little or no training. Ellison and Eatman (2008) found that academic leaders coordinate programmes and (third-party) projects, contribute to curriculum development, manage committees and associations, and serve in governing positions within academic organisations, such as chairs or deans. They understandably, lack time for research and its wide communication that can make change for the communities with which they work.

Under conditions of increasing cooperation between academia, state and industry, academic leadership involves strategic planning and joint actions with stakeholders to solve contemporary societal problems. This is well described in the 'Triple Helix' model (Etzkowitz and Ranga, 2012; Mroczkowski, 2014; Ranga and Etzkowitz, 2015) that conceptualises the university-industry-government networks as optimal for managerial decisions (Etzkowitz and Leydesdorff, 2000). This is the next step after the industrial market system, where actors enter into pairwise interactions, forming double spirals (state and business, science and business, state and science). In the innovation and knowledge society, academia receives a more prominent role, and individual innovators are acknowledged and represented by either innovation organisers or entrepreneurial scientists (Ranga and Etzkowitz, 2015). Consistent with leader identity development theory, this means that being an academic leader would imply pursuing larger goals for the betterment of collective good in tight partnership with state and industry, demonstrating experience and professional partnerships outside academia and visibility to external stakeholders.

Therefore, there is no clear understanding of the role and associated expectations of academic leadership in hospitality and tourism academia, especially to what extent it is gendered or diversified. Drawing upon the dimensions of leadership discussed above, this study will thus analyse aspects pertinent to diversity, gender (in)equality and stakeholder relations to elucidate the meaning of academic leadership in this field globally.

## **Data and methods**

This investigation examines the careers of senior researchers (R3 and R4, according to EU definition) in hospitality and tourism with special attention to gender, diversity and professional external partnerships. It provides insights into the role of gender in academia in

this field of study in the UK, the USA, German-speaking countries (Germany, Austria and Switzerland, so-called DACH-countries) and the Asia-Pacific region (Australia, New Zealand, China, Malaysia, Singapore and South Korea). The examination is based on a reconstruction of the professional history of individuals and quantitative analysis of CVs of professors collected through online screening of at least five popular higher education institutions that provide Bachelor's degrees in each respective region. To build a more comprehensive picture, the study deploys a census of full professors in the regions based on a quantitative methodology. Criteria are not only ascriptive – gender, age and migration background – but also use indicators of scientific productivity, usually defined as publications, affiliations, topics of interest and academic mobility, as well as service activities. Decisions on diversity dimensions were met based on the availability of the data on full professors. Taking into consideration the specificity of hospitality and tourism academia, the extent of collaboration with industry and online self-promotion are also analysed as knowledge transfer. The general model can be seen in Figure 1.

*Figure 1 here*

The identification of full professors took place throughout 2019 in two online steps. First, rankings of undergraduate programmes were investigated to identify the most successful study programmes in each respective region. The websites predominantly considered were [topuniversities.com](http://topuniversities.com), [shanghairanking.com](http://shanghairanking.com) and [bestschools.com](http://bestschools.com), and other sites particular to German-speaking countries, including [tourismus-studieren.de](http://tourismus-studieren.de) and [bachelorstudies.de](http://bachelorstudies.de). During this process, Bachelor programmes were double-checked on different websites to determine schools with strong reputations, both public and private. If several websites recommended the same academic institution and provided very good students' reviews, then it was taken into consideration. In the second step, full professors in hospitality and tourism from each chosen higher education institution were identified by screening the institutions' websites, and their CVs, mostly available online, were analysed to obtain information on the key factors of their professional biographies. In many cases, an additional extensive online search was required to complete the picture and complement the information provided on CVs, which included search via Google (Scholar), LinkedIn and other websites. Online presence in only the native language, as was the case for South Korea, represented a serious obstacle for data collection and resulted in exclusion of identified academic institution(s) from the final database. Since the creation of the dataset depended on the facts available through free access, information for many variables was missing, yet important trends that shape leadership in global hospitality and tourism

academia were still discernible. Further information on academic institutions is available in Appendix 1.

One striking peculiarity regarding Bachelor programmes was immediately apparent, which might have implications for the results. While schools under consideration in the USA, the UK and the Asia-Pacific region were integrated into research universities, in German-speaking countries, they were represented either by private institutions or by colleges, except for the University of Innsbruck, Austria. The colleges, usually called universities of applied sciences, aim to provide students with more practical and application-oriented skills as opposed to advanced theoretical fundamentals, and integrate compulsory internships into the curriculum. Professors at these institutions typically have a higher teaching load compared to research universities, but are less likely to be expected to pursue advanced research, although free to do so. Moreover, the prerequisite for obtaining professorship at universities of applied sciences is usually industry experience or at minimum working outside the higher education institution for three years. The institutional placement of hospitality and tourism studies into private or public colleges implies that these disciplines – unless related topics are incorporated within economics, management or geography courses – are not considered theory-based, but rather service-oriented.

The study utilises quantitative data to descriptively shed light on the dimensions of gender, diversity and industry-government relations in global hospitality and tourism academia to ascertain the meaning of academic leadership. The key factors under consideration were pertinent to diversity aspects and career-related activities at an individual level: gender, academic career age, migration background, affiliations, PhD field, academic mobility, publication and conference activity, non-academic/service experience, networks in the form of industry experience and collaboration, social media coverage, etc. Relevant categories and coding details are provided in Appendix 2. Furthermore, information on the administrative functions of full professors has been included to draw a comprehensive picture. In an attempt to complement the professional career data, the study also collected information on marital status and children. In most cases, however, this was a considerable challenge, since most individuals did not disclose such facts in their CVs. Identifying religiosity, sexual orientation and other diversity aspects was impossible due to confidentiality and privacy.

In total, 402 full professors from the sample countries were identified and entered into the database. The sample delivers information on 299 men (74.3%) and 103 women (25.6%), with the majority of full professors located in the USA (35%) and Australia and New Zealand combined (27.8%), followed by the UK (15.9%). The mean academic age of full professors at



the time of the investigation was 23.2 years, calculated based on their year of obtaining a doctorate. The mean academic age for women amounted to 22 years, whereas the men's was 23.8. This is significant with regard to individual productivity and will be addressed below.

## **Findings**

The reconstruction of individual academic life courses commences by exploring the diversity dimension initially through nascent academic careers in the relevant professions. It then proceeds to current professional achievements, focusing on diversity aspects. Lastly, ex-academic professional partnerships and patterns of self-representation will be highlighted to complete the picture of academic leadership.

### *Career origins, mobility and diversity in hospitality and tourism academia*

Age diversity is the first striking finding, with female full professors being younger (53 on average) than male (57 years on average). Most appointments to full professorships are observed at the age of 30-35, yet while the appointment span for men is open to any age, it is significantly harder for women over 40. Considering the comparatively similar academic age of both groups, this is an impressive insight. It points towards more effort needed by women and their adjustment to the male career course imperative.

The majority of background disciplines identified represented economics in general, marketing, management and organisation studies (46.9%). Only 8% of the established scholars obtained doctorates in tourism and geography or hospitality. Overall, the PhD field of study varied somewhat between men and women (s. Table 2): while most women came from a discipline other than purely economics and/or tourism studies, men predominantly came from economics. It remains unclear whether this circumstance gives men advantages. As seen, the field of hospitality and tourism in its own right breeds fewer researchers than other disciplines, and the distribution of scholars in these fields is gendered. This finding provides novel insights into the field of hospitality and tourism, which align with statistical observations for vertical gender segregation within academia more broadly.

### *Table 2 here*

Fascinating perspectives emerge when we consider the nationalities and migration backgrounds of the full professors investigated. This dimension unveils the transparency of the

academic system with regard to ethnic diversity and internationalisation (see Table 3). Academic migration appears normative, yet there exist differences between global regions. Scholars from Western Europe (Belgium, France, Ireland, Portugal, the Netherlands and Italy) tend to pursue academic careers in the USA, whereas Eastern Europe (Bulgaria, Poland, Russia and Greece) is more likely to supply the UK. As expected, the USA additionally attracts scholars from Latin America (Argentina, Peru and Puerto Rico), but also from the Asia-Pacific region (Bangladesh, Indonesia, China, Japan, Singapore, Taiwan, South Korea and Malaysia), thus demonstrating the highest ethnic diversity. Researchers from the countries of the MENA region (representing UAE and Iran in the sample) and Turkey, as well as others (Ghana, Israel and India) are dispersed through the English-speaking countries in the sample. Overall, whiteness shapes much scholar mobility in the regions investigated.

*Table 3 here*

Table 3 reveals patterns of professorial appointments in the respective regions and draws a fairly nationalist picture. Indeed, the majority of countries – especially German-speaking, but also the Asia-Pacific region – represent closed systems, where most scholars originate from the same geographical areas. The reason for this might lie in the insufficient language proficiency of foreign researchers; yet, another explanation may be the rigid academic culture and less attractive working conditions of these regions as compared to the investigated English-speaking countries. In the case of the Asia-Pacific region, whiteness might remain an asset when applying for leading positions. Moreover, certain countries, like India, Turkey, but also Germany, can be deemed ‘suppliers’ of others, predominantly the USA, which seems to be the most open to the internationalisation of higher education in the field of hospitality and tourism. This is consistent with current discussions on developments in global academia (Kim, 2017; Morley et al., 2018). As can be derived from Table 3, Germany and countries of the Asian region, send out more scholars than are employed in their countries of origin. In contrast, Australia and New Zealand can be regarded as self-sufficient, either due to quality of life or migration policies. These results demonstrate a neo-colonial divide in global academia, where powerful and historically established systems continue to attract human resources and, thus, further maximise their academic influence (Chankseliani, 2018). In terms of gaining leadership positions, this implies that good skills in English, whiteness, readiness for mobility and affiliation with an English-speaking higher education institution are beneficial.

### *Professional achievements of current full professors and gender differences*

The next step in uncovering the diversity dimension is to investigate research leadership, as measured by the scientific productivity of full professors. In the sample, the number of journal publications exemplifies this measure, since this, along with conference participation, is most valued within the discipline. Firstly, the data illustrate that, generally, men publish significantly more than women do, as evident in Figure 2a.

*Figure 2a here*

*Figure 2b here*

According to the data, the mean value of journal publications by men is about 45.4 papers, as opposed to approximately 41.2 journal articles authored by women. Given the younger academic age of female professors, this is a minor difference, and women can hardly be deemed as less productive. All publications listed by full professors were taken into account, without differentiating for first or other authorship or journals' impact. Notably, men tend to publish slightly more in groups of three and more; this may explain, at least partly, their greater productivity. This finding is consistent with previous investigations that revealed that women are more likely to publish single-authored articles but are similarly productive (Nielsen, 2016). Moreover, past research has argued that men more often secure first authorship and, thus, cumulate higher impact (West et al., 2012). The language of the identified publications was predominantly English; this was true not only for English-speaking scholars, but also for researchers with other language backgrounds. Indeed, achieving a good reputation in a scientific community might require publishing not only in national languages, as is still frequently the case for German academics, but also increasingly in English. This represents a greater obstacle for individuals from social and cultural contexts where English is not their native language. This study does not assess the quality of journal-based publications in relation to the discussion of gender differences in publication activity – this challenging endeavour would demand a separate investigation.

Secondly, compared to women, men also tend to participate in a greater number of conferences, both national and international (see Figure 2b). The pattern detected in the data reveals that most scholars visited up to 10 conferences within the study period (the last five years), both men and women. Patterns of conference participation are somewhat similar for male and female professors, though women generally travel less. Data reveal a striking age pattern: while the majority of conferencing women are aged 41-50, men are more active aged 51-60. It can be construed that the reasons for conference participation in men and women are

slightly different: men might share their expertise, hold keynote lectures or recruit potential students from other countries, whereas women more often disseminate their research. Since older men travel more, they convey a certain role model of academic leadership that is perceived as typical in global hospitality and tourism academia.

#### *Partnerships outside academia and non-academic/service experience*

To understand the future-oriented and creative component of academic leadership, one should look not only at the share of men and women in formal academic positions, such as dean, head of department or college/university (deputy) rector, but also at the non-academic experiences of full professors. The former represent executive power and hierarchy in higher education institutions and are granted to individuals who are trusted to formally represent organisational structures internally and externally. The latter, expressed in collaborations with industry and state, are particularly indicative of the ability to vision future and design innovations in balanced partnerships, required by a knowledge society.

As the data demonstrate (see Figure 3), most scholars under investigation held no administrative position; yet men were more likely to function as head of department or dean. In only a small number of cases, women outnumbered men in the highest administrative ranks within academia, such as vice chancellor. Strikingly, during the data collection period, it was observed that women coordinated undergraduate or PhD programmes more often than men did, 10.7% vs 7% respectively. This might indicate that below the level of full professors, there are even more women who coordinate study programmes. However, this function is rarely recognised as constituting administrative leadership in a way that conveys further promotions within academia. Typically time-consuming and exhausting, programme direction is often delegated to women, who run programmes at the cost of their own career pursuits. These findings align with on-going discussions on the division of labour within academia, in which women are more likely to play inferior and supplementary roles, such as teaching and student support, and men are encouraged to do research (Pyke, 2013; Morley, 2014). Such uneven distribution of responsibilities is detrimental to women's administrative progression in academia worldwide, and diversity, is thus better represented at low- and middle-level management of higher education institutions (Acker, 2014).

*Figure 3 here*

One of the essential dimensions in understanding academic leadership in hospitality and tourism can be displayed through experience and ability to cooperate with external stakeholders, such as industry (Etzkowitz and Dzisah, 2008; Solesvik, 2017). These tasks are necessary to elaborate solutions and joint strategies to improve the quality of services in hotels and restaurants, raise consumer satisfaction, and support sustainable tourism practices reflectively. This is an ambivalent element of the leadership concept, since past research has argued that experience outside academia might be disadvantageous, particularly to women pursuing a career in academia (Bagilhole and White, 2008; Cattaneo et al., 2019). However, in the case of hospitality and tourism, not only is external experience desired, since scholars are expected to be well-informed about how the industry operates outside academia prior to imparting knowledge in the academic context, but it is also expected under the conditions of the knowledge society.

*Figure 4a here*

*Figure 4b here*

According to Figures 4a and 4b, this is indeed the case for full professors in hospitality and tourism academia. While reliable and accurate figures were difficult to gather, the pattern of available information reveals that it is predominantly men who have vast experience in the industry, women considerably less. This might explain the younger mean academic age of women professors, since men may tend to shift to academia after first working in industry, or to work outside academia simultaneously with academic obligations. This is especially true for the USA and Germany, followed by the UK, the world's leading countries in industry and economic development.

However, consideration of current external collaborations in terms of 'Triple Helix' unveils that partnerships are less on the agenda of full professors. Figure 4c demonstrates that high proportions of full professors in the sample did not disclose information on collaboration with industrial partners, which imposes some limitations on the results. Based on the available data, it can be concluded that such collaborations play an essential role in the USA, but to a lesser extent in the UK and Germany, whereas the situation is unclear for the Asia-Pacific region due to much missing data. For Germany, this effect might be explained by the positioning of the discipline in academia and a greater focus on industry in general. However, German full professors at universities of applied sciences are fairly bound to teaching and their research activities are less encouraged. This might be the reason why Germany stepped away

from the course of world innovator and provides more incremental innovations (Mroczkowski, 2014). Furthermore, scholars from the UK and the USA might be affected by evaluation conditions within academia, and feel inclined to make transparent any career-related activities associated with individual achievements and performance. Broadly viewed, cooperation with external partners plays a role and is germane to leadership, particularly in countries that are considered technological innovators.

*Figure 4c here*

#### *Leadership in innovation and self-representation*

The last dimension that merits attention is the dissemination of research results, knowledge transfer and self-representation through public channels to increase one's own visibility within the scientific community. This is much in accordance with the image of leaders as innovation organisers or entrepreneurial scientists in a knowledge society. Social media is a good indicator of these elements, as it usually involves high coverage against the background of low costs. Figure 5 represents patterns of use of platforms including LinkedIn, Xing, Facebook and Twitter according to gender. These are most common for communication, promise a good outreach, and at least one is accessible in all regions under investigation. Membership of popular professional associations, such as Trinet and WaiT, has also been taken into account.

*Figure 5 here*

Professors aged 41-50 are most actively using social media channels, followed by those aged 51-60. Gender differences in usage behaviour, with mainly younger women (41-50) and older men (51-60) employing social media, became apparent. Despite missing information, it is still clear that male full professors tend to maximise their visibility to a greater extent than women, repeating the trend highlighted in the previous measures. During data collection, it could be observed that men complemented content related to academic issues with personal messages, whereas women often posted on private topics alone. Based on past research, it can be argued that women may share opinion in closed groups or prioritise a divide between public and private, thus refusing to spread the word about professional activities on a regular basis (Driscoll et al., 2009; Hinsley et al., 2017). It is evident that women in the sample actually vigorously utilised social media channels, with many having accounts and identifying

themselves as professors, predominantly on Facebook. Whether their degree of visibility is as pronounced as their male counterparts, should be analysed more thoroughly, particularly in relation to leadership. Indeed, visibility is a subtle, yet very powerful, instrument that can have an indirect impact on securing the highest positions across global academia (Van den Besselaar and Sandström, 2017). Digital visibility, at the same time, might be gendered (Nicholas and Rowlands, 2011; Manca and Ranieri, 2017) as to additional career-related effects, giving men greater advantage in terms of popularity and ascription of expertise.

## **Discussion**

### *Conclusions*

This study revisited the meaning of academic leadership considering current challenges of the knowledge society, and provided a more nuanced picture of the diversity dimension, based on data derived from CVs of full professors in global hospitality and tourism academia. For rigour, the global regions represented the UK, the USA, German-speaking countries (Germany, Austria and Switzerland), and the Asia-Pacific region. Informed by the interdisciplinary framework rooted in leader identity development theory, lack of fit model and critical tourism studies, this article developed a better understanding of academic leadership by looking into scientific and service-related activities of full professors, and setting this discussion into the diversity context, with a view to providing reflexivity and counteracting the loss of talent.

This study advances research by identifying global and individual differences that shape academic leadership. The USA, UK and Germany are currently at the edge in realisation of the university-business-government relationship, which is additionally fuelled by the service orientation of the hospitality and tourism discipline. However, there are some fundamental differences in how leadership is formed. While American and British scholars are affiliated with universities and often look back at purely academic careers, their German counterparts demonstrate service experience in tourism, hospitality or broader economic context and are employed at universities of applied sciences with less prestige. Practical knowledge is mostly transferred into teaching rather than research, which wastes their potential in integrating theory and practice.

The results, based on aggregated micro-level data on full professors located in the regions under study, show that academic leadership in hospitality and tourism is gendered, being predominantly masculine, as well as white, the latter seeming a subtle advantage.

Moreover, some countries exhibit more pronounced patterns of inequalities associated with diversity aspects than others, by staying closed to those who do not really fit into the ingrained structures, thus depriving the environment of original solutions to contemporary challenges. Germany, Austria and Switzerland still display significant disparities regarding executive positions in hospitality and tourism, consistent with previous research on persisting gender inequalities in conservative academic structures (Kunadt et al., 2014; Löther, 2019). Ethnic and age diversity can be found in some lower levels of academic hierarchy, but not its highest echelons, as confirmed by other studies examining various academic disciplines. This unveils latent patterns of promotion, advocating young individuals of the country's dominant ethnicity, reproduced based on traditional views of leadership in academia.

Furthermore, this investigation detected specific differences in individual characteristics of full professors, such as disciplinary backgrounds, country of origin, publication and conference participation activities. According to the data, women show greater disciplinary diversity, obtaining doctorates in fields other than economics or management, but throughout their careers working in a more interdisciplinary manner, once appointed as professors in hospitality and tourism. This has been considered problematic in terms of productivity, as invested resources, such as time, do not necessarily generate higher impact through publications (Leahey, 2016). Moreover, in more closed contexts, ethnic diversity leaves much to be desired, as the data provide evidence for maintenance of conservative or even nationalist systems. Again, more open countries – represented by the UK, the USA and to a lesser extent Australia – can be labelled diversified, yet they reproduce neo-colonial knowledge production orders in the ways they attract and retain productive, male scholars.

Along all lines of comparison, men demonstrate higher achievements only quantitatively, bolstering evidence of a structural problem. Although women are younger, they have comparable records with men. Gender in its own right is not the factor of discrimination or the reason for underrepresentation of women in academia. Rather, disparity occurs because women are disproportionately disadvantaged by a system that simplistically prioritises and traditionally celebrates productivity, or research leadership, above other success measures. As group publications tend to be given equal standing to those of a sole author, regardless of differences in time or effort that each requires, women's perceived productivity may therefore be skewed.

### *Theoretical implications*



This study complements the notion of academic leadership based on the ‘Triple Helix’ model, which suggests the new role of academia in a knowledge society and, thus, the need for cooperation between academia, business and the state. This provides a theoretical contribution pertinent to the understanding of academic leadership and its components, especially relevant for hospitality and tourism and the service orientation of the discipline. Moreover, it extends awareness of diversity issues associated with race, migration and disciplinary positioning of full professors. Overall, the broader leadership literature might benefit from the findings by disentangling the dimensions that constitute academic leadership and thereby head towards a more community-oriented rather than person-based approach.

The way that leadership within hospitality and tourism academia is conceptualised has traditionally been based on notions that highlight a particular type of leadership, mostly due to historically-rooted dominance of old white men in academia. The results of individual factors as well as variables pertinent to the components of leadership demonstrate that, globally, there exist significant gender differences that furnish the very connotation of what leadership is within hospitality and tourism academia. With all instances of academic leadership – intellectual, administrative and innovative – the underrepresentation of women and the standard of white male leadership of agency is striking. This corresponds well with the lack of fit model (Heilman and Caleo, 2018), again emphasising the path dependency in current understanding of leadership and its lived practice in academia. Moreover, it has dramatic consequences for knowledge production, with ‘female’ topics being side-lined to the margins and ‘male’ topics reduced to certain perspectives far from inclusiveness. The insights provided in this study not only complement the dimensions of inequality, which might weaken minorities’ sense of belonging to academic leadership, but also revise the notion of academic leadership under the conditions of a knowledge society.

Apart from the aspects of research leadership, such as publication or conference activity, and administrative leadership, e.g. distribution of power positions in academia, this study provides fresh findings that shed light on new dimensions of academic leadership, such as cooperation with state and business and self-promotion on social media. The study advances knowledge by enriching the understanding of academic leadership as an applied activity that draws upon solid knowledge to enhance the betterment of local and regional communities, argued to have the highest value for academic organisations (Ooms et al., 2018). This is particularly relevant for hospitality and tourism, as academic knowledge should be transferred to operating organisations and local communities. In this sense, academic leadership should be considered not only as a formal role within research organisation(s), but much more as a new

form of agency, coined by skilful and knowledge-intensive design and the implementation of innovations performed in tight partnerships with business structures and the state/community. Academic leadership should therefore be understood as a multidimensional activity that serves societal goals and is based on extensive knowledge and experience in different sectors of the economy. This is particularly true for application of academic knowledge in tourism and hospitality, e.g. by creating better working conditions in hotels and restaurants, diversifying services for a wide range of customers and cooperating with state and business structures in establishing sustainable tourism policies and practices. Gender differences might represent an additional issue in this respect, since the level of responsibility and flexibility expected from academic leaders is even more demanding, yet women still face negative stereotypes and role ascriptions regarding leadership styles.

The current relationship between research and innovation leadership remains vague, however, suggesting that executives are selected mainly on the basis of research productivity, since this is currently the only tool through which to assess individual skills within hospitality and tourism academia.

### *Practical implications*

Current policies addressing gender inequalities and advancement in academia seem rarely informed by research. Neatly seeing academic leadership as a result of linear progression within organisation(s) can hardly hold for the conditions of the knowledge society and its challenges. Academic leadership might benefit from training in multifaceted environments, such as industrial experience in hotels or tourism agencies and public service, to consult state and business actors in reflected and inclusive development actions. To achieve this goal, academic institutions, business structures and communities might design joint programmes for future leaders, which can overcome current inefficiencies in dual commitments (Cattaneo et al., 2019). In line with the leader identity development theory (Ely et al., 2011), this would strengthen leaders' identities in different settings and, through opening up new opportunities, help them to envision, work out and communicate future goals for in balanced partnerships. This would contribute to gender equality in academia, advancement of the epistemology of the discipline and change the nature of the industry.

As to diversity issues in hospitality and tourism academia, skills benchmarking (Bagilhole and White, 2008; Gangone and Lennon, 2014; Howe-Walsh and Turnbull, 2016) might serve as a suitable solution helping women and minorities in particular to be better prepared for leading positions and recruitment processes. However, it appears problematic to

compare achievements of men and women directly, especially within the contexts of hiring and promotion, since the dominant group (men) sets its own benchmark standards that are difficult to achieve for the underrepresented. Under these conditions, the fact that women are actually slightly more productive than men with regard to their younger age is often neglected. Real diversification in academia would mean not only variety along the ascriptive criteria, but also acknowledgement of minorities' different performance, and sometimes own career paths. Pure diversity would be embodied by appointments based on the criteria that take these circumstances into account. This would be a feminist approach to career progression and leadership in a field of academia that might otherwise remain gendered and scarcely diversified. Such a tactic would make real change in addressing diversity in global academia. Another promising practice would be involvement of external agencies and executive search firms (Manfredi et al., 2019) into hiring processes in academia, which can help increase gender equality and diversity in senior academic positions.

#### *Limitations and future research*

While this study illustrates that male scholars seem more visible in terms of research, this finding addresses only one dimension of academic leadership and poses further questions. For instance, future investigations might analyse the extent to which other factors, such as collaborations with external stakeholders and social media channels, can boost visibility and positive image. Gender and ethnic disparities can be particularly targeted here, seeking to comprehend whether women and minorities understand and do academic leadership differently, or have other strategies to get to the top.

Determining assessment criteria for publication quality and prerequisites for promotion would be a worthy endeavour not only to add complexity to understandings of the academic context, but also to challenge the current notion of academic success and leadership. Regarding performance, more thorough research into the extent of specialisation within men and women's specific topics of interest would be worthwhile, since this may shed additional light on gendered productivity. Close scrutiny of professorial hiring processes over time might be another interesting research avenue to unveil whether and how hiring cultures change for women gradually, allowing access to the highest positions in hospitality and tourism academia. Additionally, designing special preparation programmes for future academic leaders might significantly help both men and women become effective leaders in changing academic contexts. This might broaden the understanding of leadership within academia and provide

space for diversified gender role models and images of professors in increasingly entrepreneurial universities.

Due to several limitations of this study, a survey of full professors might be a possible step to close the gap of missing information. Moreover, a study focusing only on women professors could shed additional light on their paths to the top in hospitality and tourism academia.

## References

- Acker, S. (2014), A foot in the revolving door? Women academics in lower-middle management, *Higher Education Research & Development*, Vol. 33, No. 1, pp. 73-85.
- Ayikouru, M., Tribe, J. and Airey, D. (2009), Reading Tourism Education: Neoliberalism Unveiled, *Annals of Tourism Research*, Vol. 36, No. 2, pp. 191-221.
- Bagilhole, B. and White, K. (2008), Towards a gendered skills analysis of senior management positions in UK and Australian universities, *Tertiary education and management*, Vol. 14, No. 1, pp. 1-12.
- Becken, S., Miller, G. and Banhalmi-Zakar, Z. (2016), *Making an Impact: Practices and Views of Tourism Academics*. Brisbane: Griffith Institute for Tourism, Griffith University.
- Benckendorff, P. and Zehrer, A. (2016), Career and collaboration patterns in tourism research, *Current Issues in Tourism*, Vol. 19, No. 14, pp. 1386-1404.
- Bramwell, B., Higham, J., Lane, B. and Miller, G. (2016), Advocacy or neutrality? Disseminating research findings and driving change toward sustainable tourism in a fast changing world. *Journal of sustainable tourism*, Vol. 24, No. 1, pp. 1-7.
- Braun, S., Peus, C., Frey, D. and Knipfer, K. (2016), Leadership in academia: individual and collective approaches to the quest for creativity and innovation, *Leadership lessons from compelling contexts*. Bingley: Emerald, pp. 349-365. Monographs in leadership and management, Vol. 8.
- Cattaneo, M., Horta, H., and Meoli, M. (2019), Dual appointments and research collaborations outside academia: evidence from the European academic population. *Studies in Higher Education*, Vol. 44, No. 11, pp. 2066-2080.
- Chambers, D., Munar, A.M., Khoo-Lattimore, C. and Biran, A. (2017), Interrogating gender and the tourism academy through epistemological lens, *Anatolia*, Vol. 28, pp. 501-513.
- Chankseliani, M. (2018), Four rationales of HE internationalization: Perspectives of UK universities on attracting students from former Soviet countries, *Journal of Studies in International Education*, Vol. 22, No. 1, pp. 53-70.
- Cho, S., Crenshaw, K.W., & McCall, L. (2013), Toward a field of intersectionality studies: Theory, applications, and praxis, *Signs: Journal of women in culture and society*, Vol. 38, No. 4, 785-810.

- Crenshaw, K. (1989), Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, pp. 139-168.
- DeRue, D.S., and Ashford, S.J. (2010), Who will lead and who will follow? A social process of leadership identity construction in organizations, *Academy of management review*, Vol. 35, No. 4, pp. 627-647.
- Driscoll, L.G., Parkes, K.A., Tilley Lubbs, G.A., Brill, J.M. and Pitts Bannister, V.R. (2009), Navigating the lonely sea: Peer mentoring and collaboration among aspiring women scholars, *Mentoring & tutoring: Partnership in learning*, Vol. 17, No. 1, pp. 5-21.
- Ellison J., and Eatman, T. (2008), *Knowledge creation and tenure policy in the engaged university*. Syracuse, NY: Imagine America.
- Ely, R.J., Ibarra, H., and Kolb, D.M. (2011), Taking gender into account: Theory and design for women's leadership development programs, *Academy of Management Learning & Education*, Vol. 10, No. 3, 474-493.
- Etzkowitz, H., and Dzisah, J. (2008), Rethinking development: circulation in the triple helix, *Technology Analysis & Strategic Management*, Vol. 20, No. 6, pp. 653-666.
- Etzkowitz, H., and Leydesdorff, L. (2000), The dynamics of innovation: from national systems and ‘‘Mode 2’’ to a Triple Helix of university–industry–government relations, *Research Policy*, Vol. 29, No. 2, pp. 109–123.
- Etzkowitz, H., and Ranga, M. (2012), ‘‘Spaces’’: A triple helix governance strategy for regional innovation. In Rickne, A., Laestadius, S. and Etzkowitz, H. (eds.), *Innovation Governance in an Open Economy*. Routledge, pp. 65-82.
- European Commission (2015) *She figures*. Luxembourg: Publications Office of the European Union.
- Evans, L. (2017), University professors as academic leaders: Professorial leadership development needs and provision, *Educational Management Administration & Leadership*, Vol. 45, No. 1, pp. 123-140.
- Figueroa-Domecq, C., Pritchard, A., Segovia-Pérez, M., Morgan, N. and Villacé-Molinero, T. (2015), Tourism gender research: A critical accounting, *Annals of Tourism Research*, Vol. 52, pp. 87-103.
- Fotaki, M. (2013), No Woman is Like a Man (in Academia): The Masculine Symbolic Order and the Unwanted Female Body, *Organization Studies*, Vol. 34, No. 9, pp. 1251-1275. doi:10.1177/0170840613483658.
- Fu, P.P., Tsui, A.S., Liu, J., and Li, L. (2010), Pursuit of whose happiness? Executive leaders' transformational behaviors and personal values, *Administrative science quarterly*, Vol. 55, No. 2, pp. 222-254.
- Gangone, L.M., and Lennon, T. (2014), Benchmarking women’s leadership in academia and beyond, in Longman, K., and Madsen, S. (eds), *Women and leadership in higher education*, Charlotte, NC: IAP, pp. 3-22.

- Gewinner, I. (2016), Gender Inequality in Russian academia: Dynamics, Insights, and Explanations, *La Revista Investigaciones Feministas*, Vol. 7, No. 2, pp. 115-137.
- Gmelch, W.H., and Buller, J.L. (2015), *Building academic leadership capacity: A guide to best practices*, John Wiley & Sons.
- Heilman, M E. (1983), Sex bias in work settings: The lack of fit model, *Research in organizational behaviour*, Vol. 5, pp. 269–298.
- Heilman, M E. (2012), Gender stereotypes and workplace bias. *Research in organizational Behavior*, Vol. 32, pp. 113-135.
- Heilman, M E., and Caleo, S. (2018), Gender discrimination in the workplace, in A. J. Colella & E. B. King (Eds.), *Oxford library of psychology. The Oxford handbook of workplace discrimination*, Oxford University Press, pp. 73–88.
- Hinsley, A., Sutherland, W.J. and Johnston, A. (2017), Men ask more questions than women at a scientific conference, *PloS one*, Vol. 12, No. 10, e0185534.
- Howe-Walsh, L. and Turnbull, S. (2016), Barriers to women leaders in academia: tales from science and technology, *Studies in Higher Education*, Vol. 41, No. 3, pp. 415-428.
- Ibarra, H., Carter, N.M. and Silva, C. (2010), Why men still get more promotions than women, *Harvard business review*, Vol. 88, No. 9, pp. 80-85.
- Kalargyrou, V. and Costen, W. (2017), Diversity management research in hospitality and tourism: past, present and future, *International Journal of Contemporary Hospitality Management*, Vol. 29 No. 1, pp. 68-114. <https://doi.org/10.1108/IJCHM-09-2015-0470>.
- Kim, T. (2017), Academic mobility, transnational identity capital, and stratification under conditions of academic capitalism, *Higher Education*, Vol. 73, No. 6, pp. 981-997.
- Koseoglu, M.A., Rahimi, R., Okumus, F. and Liu, J. (2016), Bibliometric studies in tourism, *Annals of Tourism Research*, Vol. 61, pp. 180-198.
- Kunadt, S., Lipinsky, A., Löther, A., Steinweg, N. and Vollmer, L. (2014), Gender in der Hochschulforschung: Status Quo und Perspektiven, *Die Hochschule: Journal für Wissenschaft und Bildung*, Vol. 23, No. 1, pp. 93-104. doi: <http://dx.doi.org/1618-9671>.
- Leahey, E. (2016), From sole investigator to team scientist: Trends in the practice and study of research collaboration, *Annual review of sociology*, Vol. 42, pp. 81-100.
- Löther, A. (2019), Is it working? An impact evaluation of the German “Women Professors Program”, *Social Sciences*, Vol. 8, No. 4, pp. 116. doi: <http://dx.doi.org/10.3390/socsci8040116>.
- Macfarlane, B. (2012), *Intellectual Leadership in Higher Education: Renewing the Role of the University Professor*. Abingdon: Routledge.
- Manca, S. and Ranieri, M. (2017), Networked scholarship and motivations for social media use in scholarly communication, *The International Review of Research in Open and Distributed Learning*, Vol. 18, No. 2, pp. 123-138.

- Manfredi, S., Clayton-Hathway, K. and Cousens, E. (2019), Increasing Gender Diversity in Higher Education Leadership: The Role of Executive Search Firms, *Social Sciences*, Vol. 8, No. 6, pp. 168-184.
- Manoharan, A., and Singal, M. (2017), A systematic literature review of research on diversity and diversity management in the hospitality literature, *International Journal of Hospitality Management*, Vol. 66, pp. 77-91.
- Melissen, F. and Koens, K. (2016), Adding researchers' behaviour to the research agenda: bridging the science-policy gap in sustainable tourism mobility, *Journal of Sustainable Tourism*, Vol. 24, No. 3, pp. 335-349.
- Morley, L. (2014), Lost leaders: Women in the global academy, *Higher Education Research & Development*, Vol. 33, No. 1, pp. 114-128.
- Morley, L., Alexiadou, N., Garaz, S., González-Monteagudo, J. and Taba, M. (2018), Internationalisation and migrant academics: the hidden narratives of mobility, *Higher Education*, Vol. 76, No. 3, pp. 537-554.
- Mroczkowski, T. (2014), From breakthrough to incremental innovation leadership: lessons from Germany. *Journal of the Knowledge Economy*, Vol. 5, No. 2, pp. 409-426.
- Munar, A.M. (2017), To be a feminist in (tourism) academia, *Anatolia*, Vol. 28, No. 4, pp. 514-529.
- Munar, A.M., Budeanu, A., Caton, K., and Chambers, D. (2015), *The gender gap in the tourism academy: Statistics and indicators of gender equality*, Available at <http://www.tourismeducationfutures.org/about-tefi/gender-equity-in-thetourism-ac> [Accessed 10.03.2020]
- Nicholas, D. and Rowlands, I. (2011), Social media use in the research workflow, *Information Services & Use*, Vol. 31, No. 1-2, pp. 61-83.
- Nielsen, M.W. (2016), Gender inequality and research performance: moving beyond individual-meritocratic explanations of academic advancement, *Studies in Higher Education*, Vol. 41, No. 11, pp. 2044-2060.
- Ooms, W., Werker, C. and Hopp, C. (2018), Moving up the ladder: heterogeneity influencing academic careers through research orientation, gender, and mentors, *Studies in Higher Education*, pp. 1-22.
- Peters, S.J., Alter, T.R., and Schwartzbach, N. (2010), *Democracy and higher education: Traditions and stories of civic engagement*. MSU Press.
- Pritchard, A., and Morgan, N. (2017), Tourism's lost leaders: Analysing gender and performance, *Annals of Tourism Research*, Vol. 63, pp. 34-47.
- Pyke, J. (2013), Women, choice and promotion or why women are still a minority in the professoriate, *Journal of Higher Education Policy and Management*, Vol. 35, No. 4, pp. 444-454.
- Quinn, R.E. (2004), *Building the bridge as you walk on it: A guide for leading change*. San Francisco, CA: Jossey-Bass.

- Quinn, R.E., and Spreitzer, G.M. (2006), Entering the fundamental stage of leadership: A framework for the positive transformation of self and others, in R. Burke and C. Coopers (eds), *Inspiring leaders*. Oxford: Routledge, pp. 67-83.
- Ranga, M., and Etzkowitz, H. (2015), Triple Helix systems: an analytical framework for innovation policy and practice in the Knowledge Society, *Entrepreneurship and knowledge exchange* (pp. 117-158). Routledge.
- Savigny, H. (2014), Women, know your limits: Cultural sexism in academia, *Gender and Education*, Vol. 26, No. 7, pp. 794-809.
- Small, J., Harris, C. and Wilson, E. (2017), Gender on the agenda? The position of gender in tourism's high ranking journals. *Journal of Hospitality and Tourism Management*, Vol. 31, pp. 114-117.
- Solesvik, M. Z. (2017), The Triple Helix model for regional development and innovation: Context of Nordic countries, *Forum Scientiae Oeconomia*, Vol. 5, No. 4, pp. 5-21. Wydawnictwo Naukowe Akademii WSB.
- Timothy, D.J. (2015), Impact factors: Influencing careers, creativity and academic freedom, *Tourism Management*, Vol. 51, pp. 313-315.
- Van den Besselaar, P. and Sandström, U. (2017), Vicious circles of gender bias, lower positions, and lower performance: Gender differences in scholarly productivity and impact, *PLoS One*, Vol. 12, No. 8: e0183301.
- Walters, T. (2018), Gender equality in academic tourism, hospitality, leisure and events conferences. *Journal of Policy Research in Tourism, Leisure and Events*, Vol. 10, No. 1, pp. 17-32.
- West, J.D., Jacquet, J., King, M.M, Correll, S.J. and Bergstrom, C. T. (2012), The Role of Gender in Scholarly Authorship, *PloS One*, Vol. 8, No. 7, e66212.



## Appendix 1. List of academic institutions under consideration

|                                    |  |
|------------------------------------|--|
| Asia-Pacific region                | Hong Kong Polytechnic University<br>Taylor's University, Malaysia<br>Nanyang Technological University, Singapore<br>University of Macau, Macao<br>Jinan University, International School, China  |
| Australia                          | Griffith University<br>University of Southern Queensland<br>Monash University<br>University of South Australia<br>Southern Cross University<br>La Trobe University<br>James Cook University<br>The University of Adelaide<br>Victoria University<br>University of Technology Sydney  |
| New Zealand                        | Victoria University of Wellington<br>Auckland University of Technology<br>University of Otago<br>University of Waikato<br>Lincoln University of Canterbury   |
| UK                                 | University of Surrey<br>Bournemouth University<br>Oxford Brookes University<br>University of Strathclyde<br>The University of Exeter<br>Manchester Metropolitan University<br>University of Southampton<br>University of Westminster<br>University of Lincoln  |
| USA                                | Cornell University, School of Hotel Administration<br>Michigan State University, Eli Broad College of Business<br>University of Nevada at Las Vegas, William F. Harrah College of Hotel Administration<br>Virginia Tech, Pamplin College of Business<br>University of Central Florida, Rosen College of Hospitality Management<br>Pennsylvania State University, College of Health and Human Development<br>Washington State University, Carson College of Business<br>University of Houston, Conrad N. Hilton College of Hotel and Restaurant Management<br>Iowa State University, College of Human Sciences<br>Purdue University, College of Health and Human Sciences<br>Northern Arizona University, W.A. Franke College of Business<br>University of Massachusetts Amherst, Isenberg School of Management<br>Temple University, School of Sport<br>Oklahoma State University, School of Hotel & Restaurant Administration |
| German-speaking countries (D-A-CH) | University of Applied Sciences Heilbronn<br>University of Applied Sciences Harz<br>Technical University of Applied Sciences Worms<br>Ostfalia University of Applied Sciences<br>University of Applied Sciences Bad Honnef<br>Cologne Business School<br>Jade University of Applied Sciences<br>University of Applied Sciences Stralsund<br>University of Innsbruck<br>University of Applied Sciences Wien<br>University of Applied Sciences Kärnten<br>Les Roches Global Hospitality Education<br>HTMi - Hotel and Tourism Management Institute<br>International Management Institute Schweiz<br>University of Applied Sciences Chur<br>University of Applied Sciences Luzern  |

## Appendix 2. Categories and coding scheme

| <b>Category</b>            | <b>Coded variables</b>   |
|----------------------------|--|
| Background disciplines     | Main PhD program considered as indicated in CVs: <ul style="list-style-type: none"> <li>- Economics</li> <li>- Marketing</li> <li>- Management</li> <li>- Organisation studies</li> <li>- Tourism &amp; Geography</li> <li>- Hospitality</li> </ul>    |
| Migration background       | Based on nationality and place of birth (usually Bachelor obtained in country of birth)  |
| Publications               | N of journal publications (peer reviewed)  |
| Conference attendance      | N of attended conferences with presentation/lecture in the years 2014-2018   |
| Administrative positions   | Program coordination<br>Deputy Head of Department<br>Head of Department<br>Deputy Dean<br>Dean<br>Deputy Vice Chancellor/Provost<br>Vice Chancellor/Provost  |
| Industry experience        | Non-academic/service jobs in hospitality & tourism listed in CVs<br>1= yes, 2=no   |
| Industry/State cooperation | 1=yes, 2=no  |
| Social media               | Active account on one of platforms and postings, content related to hospitality and tourism vs private affairs: <ul style="list-style-type: none"> <li>- LinkedIn</li> <li>- Facebook (including Trinet)</li> <li>- XING</li> <li>- Twitter</li> </ul> |

*Table 1. Figures of gender distribution in global tourism & hospitality academia, 2009-2017, in %*

|            | DE+AT+CH <sup>a</sup> |                       | UK   |       | USA      |          | Australia             |                      |
|------------|-----------------------|-----------------------|------|-------|----------|----------|-----------------------|----------------------|
|            | men                   | women                 | men  | women | men      | women    | men                   | women                |
| Graduates  | 53.5                  | 46.5 (Ø) <sup>b</sup> | 44   | 56    | 53       | 47       | 56.2                  | 43.8                 |
| PhD        | 55 (Ø)                | 45 (Ø)                | 44   | 56    | 58.2     | 41.8     | 59.2                  | 40.8                 |
| Professors | 84.6 (Ø)              | 15.4 (Ø)              | 78.8 | 23.2  | 67.8 (Ø) | 32.2 (Ø) | 19.1 (Ø) <sup>c</sup> | 7.4 (Ø) <sup>c</sup> |

Sources: own calculations based on the data of the EU Commission (2015); US NCES (2018, 2019); NSF (2017); DET HERDC (2018).

<sup>a</sup> Short forms for Germany, Austria, Switzerland respectively

<sup>b</sup> average numbers calculated based on several fields of study pertinent to hospitality & tourism

<sup>c</sup> only full professors (above senior lecturer) considered for Australia

Table 2. Variation in PhD disciplines in male and female professors by global region

| Affiliation |           |                      | Gender |       | Total |
|-------------|-----------|----------------------|--------|-------|-------|
|             |           |                      | men    | women |       |
| Germany     | PhD Field | Economics            | 10     | 2     | 12    |
|             |           | Marketing            | 3      | 0     | 3     |
|             |           | Management           | 2      | 2     | 4     |
|             |           | Organisation studies | 0      | 1     | 1     |
|             |           | Tourism & Geography  | 6      | 3     | 9     |
|             |           | Hospitality          | 1      | 0     | 1     |
|             |           | Other                | 3      | 1     | 4     |
|             |           | missing information  | 3      | 1     | 4     |
|             | Total     |                      | 28     | 10    | 38    |
| Austria     | PhD Field | Economics            | 0      | 1     | 1     |
|             |           | Other                | 1      | 0     | 1     |
|             |           | missing information  | 4      | 0     | 4     |
|             | Total     |                      | 5      | 1     | 6     |
| Switzerland | PhD Field | Economics            | 3      | 0     | 3     |
|             |           | Marketing            | 1      | 1     | 2     |
|             |           | Management           | 1      | 0     | 1     |
|             |           | Tourism & Geography  | 1      | 0     | 1     |
|             |           | Hospitality          | 2      | 0     | 2     |
|             |           | Other                | 4      | 1     | 5     |
|             |           | missing information  | 3      | 0     | 3     |
|             | Total     |                      | 12     | 2     | 14    |
| UK          | PhD Field | Economics            | 6      | 1     | 7     |
|             |           | Marketing            | 4      | 1     | 5     |
|             |           | Management           | 8      | 2     | 10    |
|             |           | Organisation studies | 2      | 4     | 6     |
|             |           | Tourism & Geography  | 7      | 4     | 11    |
|             |           | Hospitality          | 1      | 0     | 1     |
|             |           | Other                | 7      | 2     | 9     |
|             |           | missing information  | 10     | 5     | 15    |
|             | Total     |                      | 45     | 19    | 64    |
| Australia   | PhD Field | Economics            | 2      | 1     | 3     |
|             |           | Marketing            | 4      | 1     | 5     |
|             |           | Management           | 4      | 1     | 5     |
|             |           | Organisation studies | 2      | 3     | 5     |
|             |           | Tourism & Geography  | 0      | 1     | 1     |
|             |           | Other                | 9      | 5     | 14    |
|             |           | missing information  | 16     | 9     | 25    |
|             | Total     |                      | 37     | 21    | 58    |
| New Zealand | PhD Field | Economics            | 10     | 0     | 10    |
|             |           | Marketing            | 0      | 0     | 0     |
|             |           | Management           | 8      | 1     | 9     |
|             |           | Organisation studies | 1      | 2     | 3     |
|             |           | Tourism & Geography  | 1      | 0     | 1     |
|             |           | Other                | 2      | 1     | 3     |
|             |           | missing information  | 22     | 6     | 28    |
|             | Total     |                      | 44     | 10    | 54    |
| USA         | PhD Field | Economics            | 18     | 1     | 19    |
|             |           | Marketing            | 7      | 3     | 10    |
|             |           | Management           | 24     | 11    | 35    |

|               |           |                      |     |     |     |
|---------------|-----------|----------------------|-----|-----|-----|
|               |           | Organisation studies | 12  | 5   | 17  |
|               |           | Tourism & Geography  | 5   | 0   | 5   |
|               |           | Hospitality          | 5   | 1   | 6   |
|               |           | Other                | 9   | 8   | 17  |
|               |           | missing information  | 27  | 5   | 32  |
|               | Total     |                      | 107 | 34  | 141 |
| Asia-Pacific  | PhD Field | Economics            | 3   | 2   | 5   |
|               |           | Marketing            | 2   | 0   | 2   |
|               |           | Management           | 6   | 1   | 7   |
|               |           | Organisation studies | 2   | 1   | 3   |
|               |           | Tourism & Geography  | 1   | 0   | 1   |
|               |           | Other                | 3   | 0   | 3   |
|               |           | missing information  | 4   | 2   | 6   |
|               | Total     |                      | 21  | 6   | 27  |
| TOTAL FOR ALL | PhD Field | Economics            | 52  | 8   | 60  |
|               |           | Marketing            | 20  | 5   | 25  |
|               |           | Management           | 53  | 19  | 72  |
|               |           | Organisation studies | 19  | 16  | 35  |
|               |           | Tourism & Geography  | 21  | 8   | 29  |
|               |           | Hospitality          | 8   | 1   | 9   |
|               |           | Other                | 36  | 17  | 53  |
|               |           | missing information  | 90  | 29  | 119 |
|               | TOTAL     |                      | 299 | 103 | 402 |

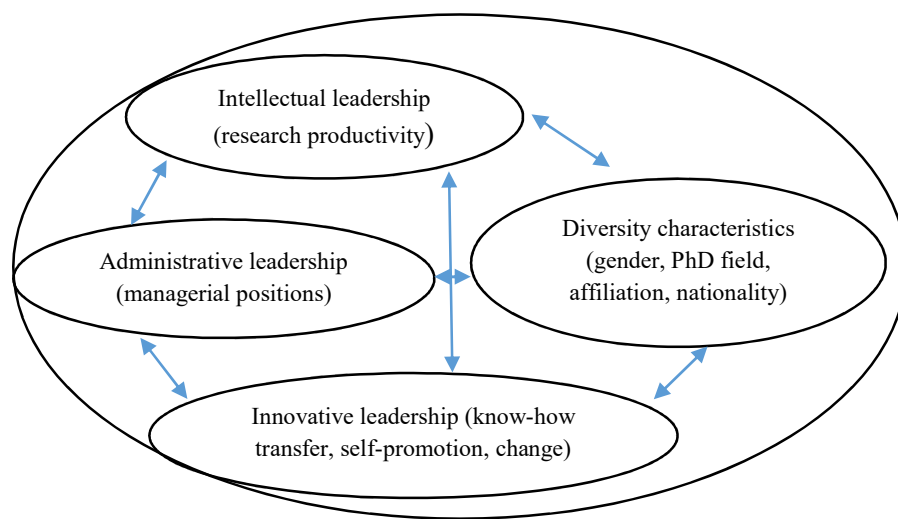
Source: own calculations.

*Table 3. Country origin and current affiliation of full professors in global academia*

|                 |               | Current country/university affiliation |    |    |    |     |     |      |      | TOTAL |
|-----------------|---------------|--|----|----|----|-----|-----|------|------|-------|
|                 |               | DE                                     | AT | CH | UK | AU  | NZ  | USA  | ASIA |       |
| National origin | MENA+TR       | -                                      | -  | -  | 2  | 2   | 1   | 7    | -    | 12    |
|                 | Latin America | -                                      | -  | -  | 1  | -   | -   | 4    | -    | 5     |
|                 | Austria       | -                                      | 4  | -  | -  | -   | -   | -    | -    | 4     |
|                 | Germany       | 33                                     | 2  | -  | 1  | 2   | 2   | 5    | -    | 45    |
|                 | Switzerland   | 1                                      | -  | 9  | -  | 1   | -   | -    | -    | 11    |
|                 | Australia     | -                                      | -  | 1  | 1  | 33  | 2   | -    | -    | 37    |
|                 | New Zealand   | -                                      | -  | -  | -  | 1   | 25  | -    | -    | 26    |
|                 | Asia-Pacific  | 1                                      | -  | -  | 2  | 10  | 6   | 25   | 23   | 67    |
|                 | WEST          | -                                      | -  | 2  | 4  | 1   | 3   | 9    | 2    | 21    |
|                 | CEE           | -                                      | -  | 1  | 1  | -   | -   | 2    | -    | 4     |
|                 | UK            | -                                      | -  | 1  | 50 | 5   | 9   | 2    | -    | 67    |
|                 | USA+CA        | 3                                      | -  | -  | 2  | 2+1 | 5+1 | 83+3 | 1+1  | 102   |
|                 | Other         | -                                      | -  | -  | -  | -   | -   | 1    | -    | 1     |
| TOTAL           |               | 38                                     | 6  | 14 | 64 | 58  | 54  | 141  | 27   | 402   |

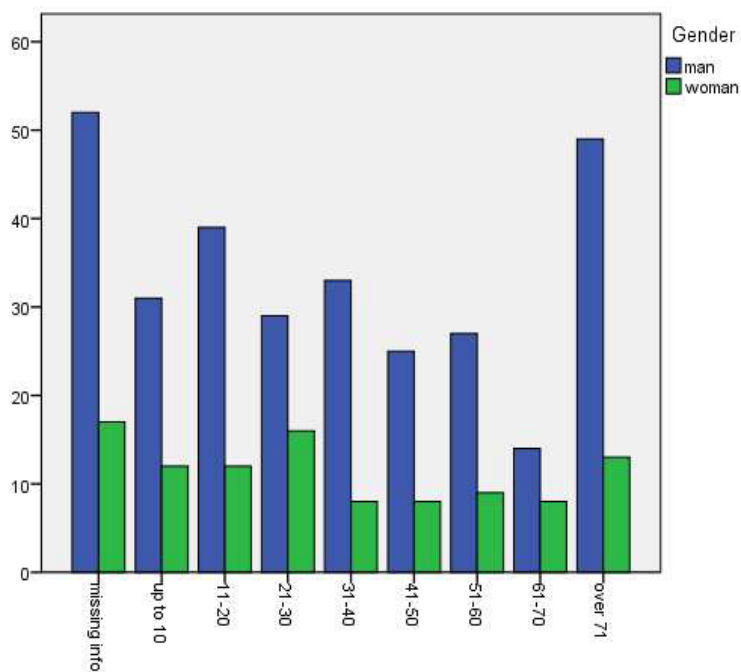
Source: own calculations.

Figure 1. Conceptual model for studying leadership in tourism and hospitality academia



Source: own representation.

Figure 2a. Journal based publications



Source: own calculations.

Figure 2b. Conference participation 2014-2018

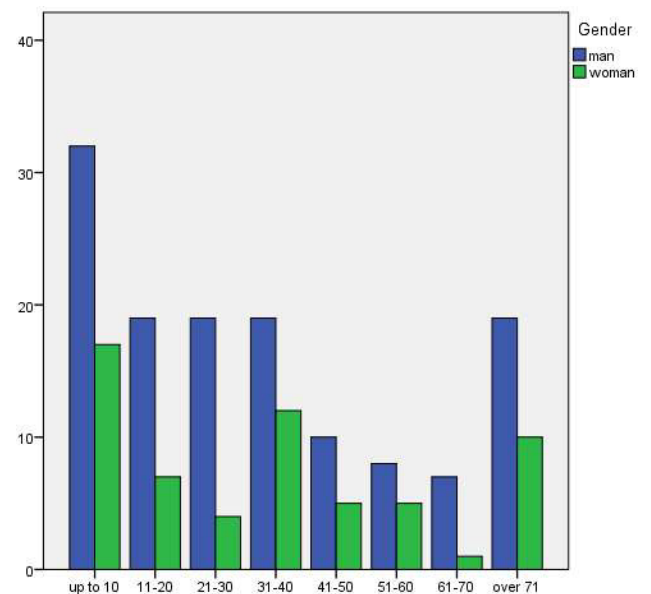
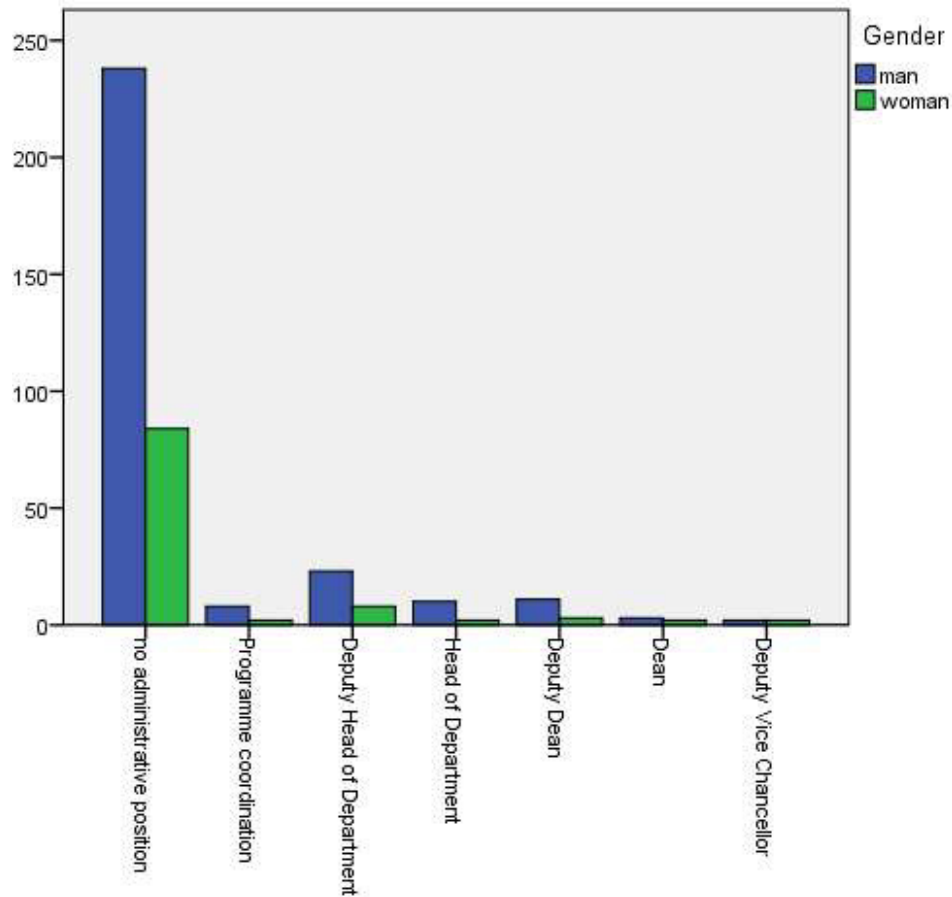


Figure 3. Administrative positions in global hospitality & tourism academia



Source: own calculations.

Figure 4a. Individual industry experience

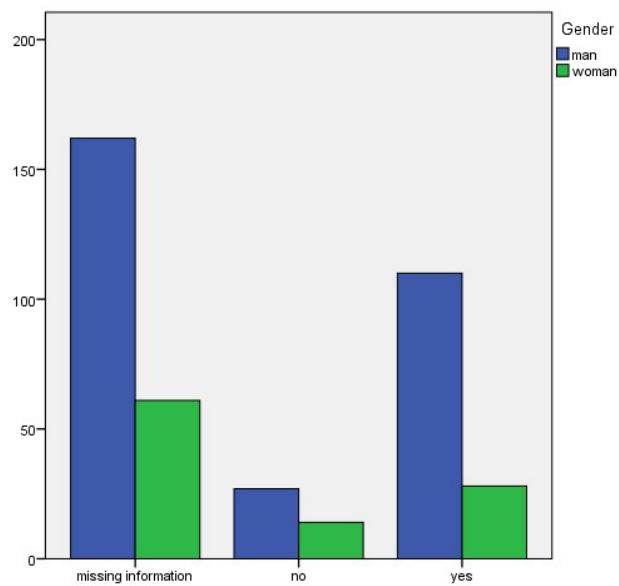
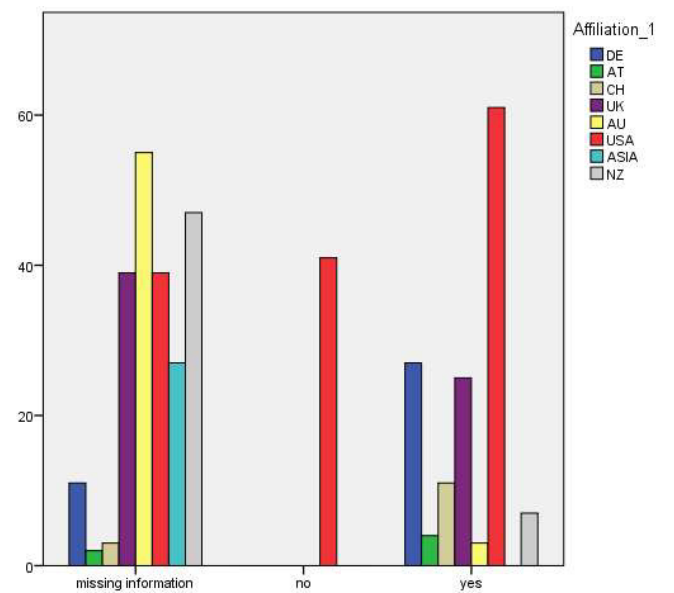
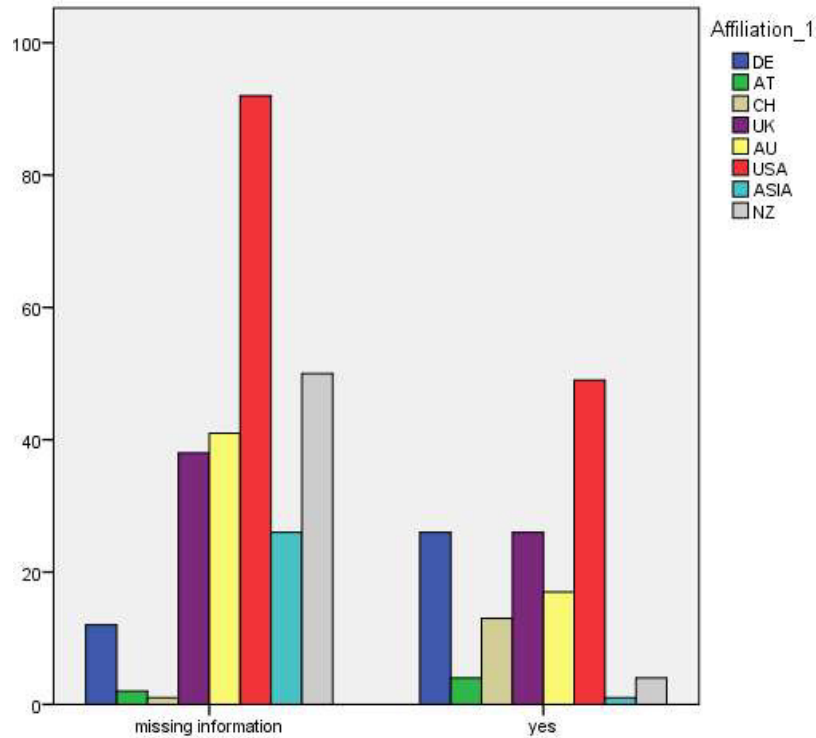


Figure 4b. Industry experience by global region



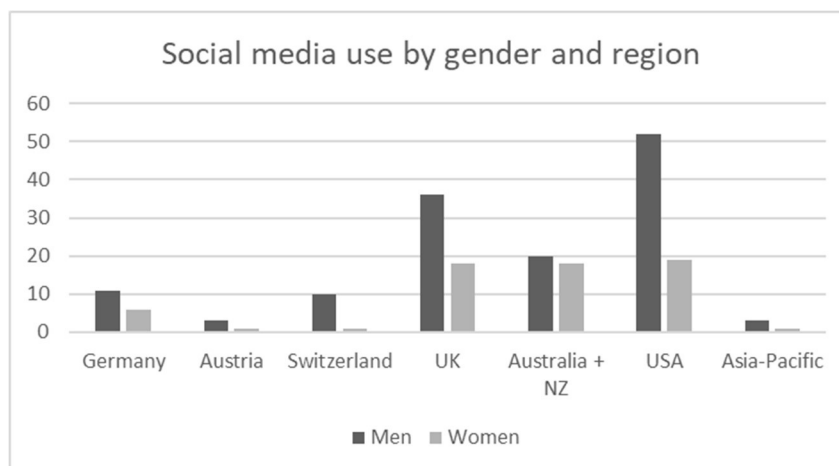
Source: own calculations.

*Figure 4c. Industry cooperation by global region*



Source: own calculations.

*Figure 5. Social media use by gender and global region*



Source: own calculations.